

# Arts Integrated Lesson Plan



**ART FORM:**  
Theatre



**SUBJECT AREA:**  
Reading/English Language  
Proficiency

Lesson Title: <b>Beginning, middle and end: retelling <i>Quillworker, a Cheyenne Legend</i></b>	Grade: 5
Contributor, School: Popsy Kanagaratnan, Burning Tree Elementary School	Time Frame: 1–2 class sessions

## State Curriculum Content Standards, Indicators, Objectives

<b>Theatre Content Standard(s)</b> 1.0 Perceiving and Responding: Aesthetic Education Students will demonstrate the ability to perceive, interpret, perform, and respond to the development of a variety of dramatic forms over time and the aesthetic qualities they reflect. 3.0 Creative Expression and Production: Students will demonstrate the ability to apply theatrical knowledge, principles, and practices to collaborative theatre presentations.	<b>English Language Proficiency Content Standard(s)</b> 2.0 English Language Learners will speak in English for a variety of interpersonal and academic purposes with fluency, using appropriate vocabulary, grammar, pronunciation, and nonverbal communication strategies. 3.0 English Language Learners will read English to acquire language and comprehend, analyze, interpret, and evaluate a variety of literary and informational texts.
<b>Theatre Content Indicator(s)</b> 1.1 Describe ways that theatre depicts themes and stories. 3.1 Use a variety of theatrical elements to communicate ideas and feelings.	<b>English Language Proficiency Content Indicator(s)</b> 2.2 Use standard English grammar to speak clearly and accurately. 3.2 Demonstrate comprehension of informational and literary texts.
<b>Theatre Content Objective(s)</b> 1.1.c Identify and describe how conflict (problem/solution) is depicted in dramatic works and improvised scenes. 3.1.b Use dramatic narrative conventions to improvise scenes from books, short stories, or folktales.	<b>English Language Proficiency Content Objective(s)</b> 2.2.b Use subject-verb agreement in simple and compound statements and questions with visual support. 3.2.b Summarize or paraphrase the text or a portion of the text.

### Objective(s) (Connecting the content areas)

Students will be able to communicate the main idea and plot of a story through story dramatization in small cooperative groups. The students will be able to use basic acting tools and skills appropriately to convey main idea/plot of the story.

### Key Arts Vocabulary

*body, voice, gesture, character, setting, dialogue*

### Key English Language Proficiency Vocabulary

*plot, buckskin, buffalo hair, quills, breechcloth, gauntlets, leggings, lifting, pole, parfleche, pemmican, sinew, travaois, Wilhio*

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## Prior Knowledge Students Need for This Lesson

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### Arts

The students need to be familiar with the acting tools and skills, and appropriate audience behaviors (i.e., sitting quietly, paying attention).

### English Language Proficiency

Students need to have read the story *Quillworker, A Cheyenne Legend*. Students can recognize nouns and verbs and are able to recognize the beginning, middle, and end of the story and plot.

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## Materials and Resources

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### Materials and Resources for the Class

- Actors Tools and Skills poster: Imagination, Mind, Voice, and Body
- Copies of the book, *Quillworker, A Cheyenne Legend* by Terri Cohlene
- Graphic organizer for identifying the setting, characters, and plot of the beginning, middle, and end of a story

### Materials and Resources for the Teacher

- Artwork depicting a Native American scene, such as *Prairie Meadows Burning*, 1832, by George Caitlin
- Graphic organizer for the Beginning/Middle/ End (Artful Thinking Routine <http://www.pz.harvard.edu/tc/routines.cfm> )
- Photographs of the Cheyenne; additional information about the Cheyenne, PowerPoint slides of the Cheyenne; additional materials from the Museum of the American Indian

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## Lesson Development/Procedures (including motivation, modeling, guided practice, and independent practice)

- The teacher displays the painting or photograph of a Native American scene. As an Entrance Ticket, the students generate two nouns, two verbs and two adjectives that they see in the art selection. The teacher calls on students to share their words and records the vocabulary on a Word Wall alongside the artwork.
- The class is divided into three groups. Each group of students identifies several key nouns and verbs in the story *Quillworker*. These words will be added to the Word Wall.
- The teacher leads the class through the Beginning/Middle/End Artful Thinking routine to construct/generate a story based on the artwork, incorporating vocabulary from the Word Wall.
- The class summarizes the story *Quillworker* by identifying the characters and setting and telling the beginning, middle, and end of that story.
- The students review the meaning of the vocabulary word *dialogue* by using their voices to come up with one line each of what the different characters might say in the story. The teacher poses questions such as: How old is Quillworker? How do you think she would move and what might she say? What about Wihio? What words are used to describe the buffalo? Where do you think the buffalo's energy will be? How do you think he will move? What would his voice sound like?
- The teacher leads the class through imagination, body, and voice activities such as Imagination Mask and Finding Characters' Voice to prepare for the performances.
- Each group is assigned the beginning, middle, or end of the story *Quillworker*. The students work cooperatively in their groups to identify the setting, the characters, the plot, and the dialogue for their assigned sections of the story.
- Each small group develops and rehearses a short (three minute) dramatization to summarize its part of the story. Each member of the group assumes a role/character in the drama. Students work in their groups to find movement, body, and voice to fit each character. They incorporate appropriate dialogue with correct subject-verb agreement into the performance.
- The teacher instructs the students about appropriate audience behaviors before the performances. The groups present in sequence.
- The students complete an Exit Ticket by writing one summary sentence for the beginning, middle, and end of the story.

## Closure/Summary

Students will discuss what they learned about the story *Quillworker* by answering the questions: How did drama help you understand the plot/sequence of the story? Did it help you understand your character better? Did we need to add voice to know which character was which? Why or why not?

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## Assessment (Description/Tools)

- The teacher asks reflective questions about the performances: Which students used body effectively throughout the drama? Which details from the text were included in the drama? What was your favorite scene? Why? Who was an excellent audience member and why? Which actor helped you visualize... ? What important points did we forget?
- A rubric/checklist can be used to assess drama conventions, summarization, and accurate language.
- An Exit Ticket can ask students to summarize the beginning, middle, and end of the story.

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## Lesson Extensions

- Students write a script and dialogue for a character or scene.
- Students create a dance and/or movements for each character.
- Students perform tableaux for key scenes or themes of the story.
- Students recreate Cheyenne symbols for various objects, such as *tipi*, *sun*, *buffalo*, and *path*. They create designs similar to those the *Quillworker* created on paper with oil pastels or paints. These patterns can be created in art class with the cooperation of the art teacher or as part of a lesson extension.

## Rubric

	Uses drama conventions to improvise scenes from <i>Quillworker</i> .	Demonstrates comprehension by summarizing the story.	Speaker uses dialogue that reflects accurate language and grammar.
4	Fully communicates emotions using face, body, voice, and gestures. Group stays in character during the entire time.	Accurately summarizes the story using appropriate language and includes five significant details.	Speaker uses language correctly, including subject-verb agreement.
3	Good use of face, body, voice, and gesture to communicate emotions. Group stays in character most of the time.	Good summary of the story; however, at least one or two significant details are omitted.	Speaker mostly uses language correctly, including subject-verb agreement.
2	Little use of face, body, voice, and gesture to communicate emotions. Group is unable to stay in character most of the time.	Limited comprehension of the story; main idea is lacking.	Speaker demonstrates some problems with language usage.
1	Limited use of face, body, voice, and gesture to communicate. Group does not stay in character.	Little comprehension of the story.	Speaker makes many errors in language usage.